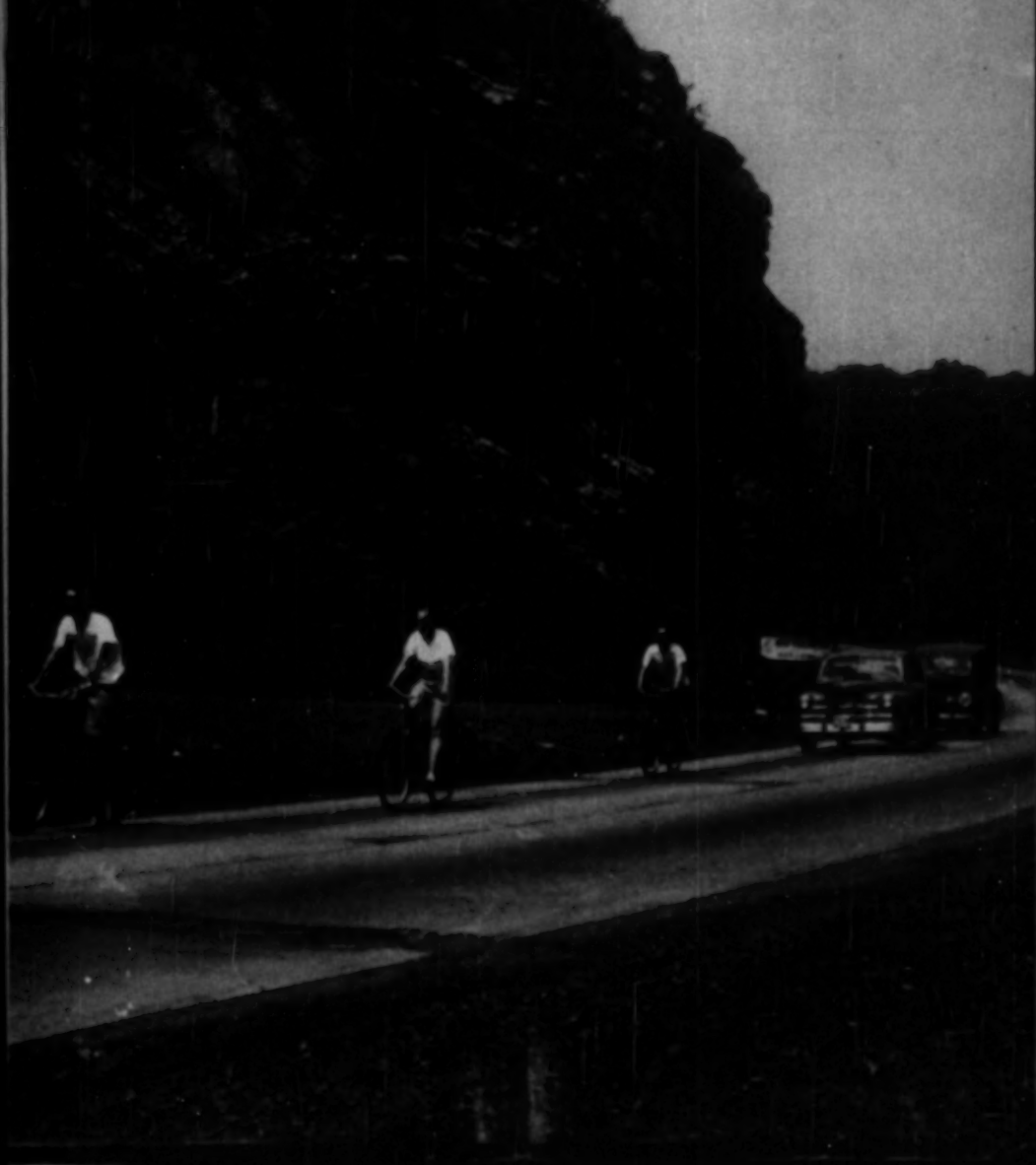


FEETY

Education



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY

Volume
XXX
No. 7
Section
One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



BEATRICE BECKETT, Editor
C. H. MILLER, Advertising Manager
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TRENDS IN SUPERVISION

A report by Vivian Weedon
of speech by Arno A. Bellock
at 38th National Safety
Congress and Exposition.

SUPERVISION finds its focus in the problems that teachers face in their work with boys and girls. Its basic function is to improve learning situations for children and youth. If a supervisor is not contributing to more effective classroom learning, his existence cannot be justified because his is a service activity to help teachers do their jobs better.

No one to my knowledge has discovered the most effective method of supervising. Teachers often do not think much of supervision. There are several reasons why this is so.

Supervisors may assume that teachers *need* or *want* certain kinds of help. Such is not always the case, because supervisory programs are often set up so that teachers do not have an opportunity to voice their problems through teachers' meetings, classroom visits, and other contact with supervision.

The problem, then, is that of finding ways in which teachers can make known the things which concern them, and then provide the expert help necessary to meet these problems. Although these problems will vary there will, no doubt, be a great similarity among them.

In the results of a survey published in the April, 1950, issue of *Educational Leadership*, Vernon L. Replegle showed that teachers want the following types of help:

1. They want to know how to get better instructional materials.
2. They want to know how to plan and carry out a unit of work.
3. They want to know how to help parents understand what schools are doing.
4. They want to know how to evaluate the success of the work which is done.

MR. BELLOCK is the executive secretary of the Association for Supervision and Curriculum Development, National Education Association. MISS WEEDON is curriculum consultant of the school and college division of the National Safety Council.

It is not difficult to translate these general requests into specifics. For example, in safety, one of the first problems relates to traffic safety; another to using tools and other appliances without accidents; and another to safety on the playground.

There are many instances in the school program where safety problems are the direct concerns of teachers as they work with students. Teachers need and want help in dealing with their problems in functional situations as they arise in school living. This is where a special supervisor, especially trained in safety, can make his contribution.

If problems and concerns are to be a central focus in supervisory programs, an atmosphere must be created in our schools in which it is normal and acceptable for teachers to recognize that they do face difficulties in planning their programs. Good supervision will accept the problems that teachers raise as a starting point.

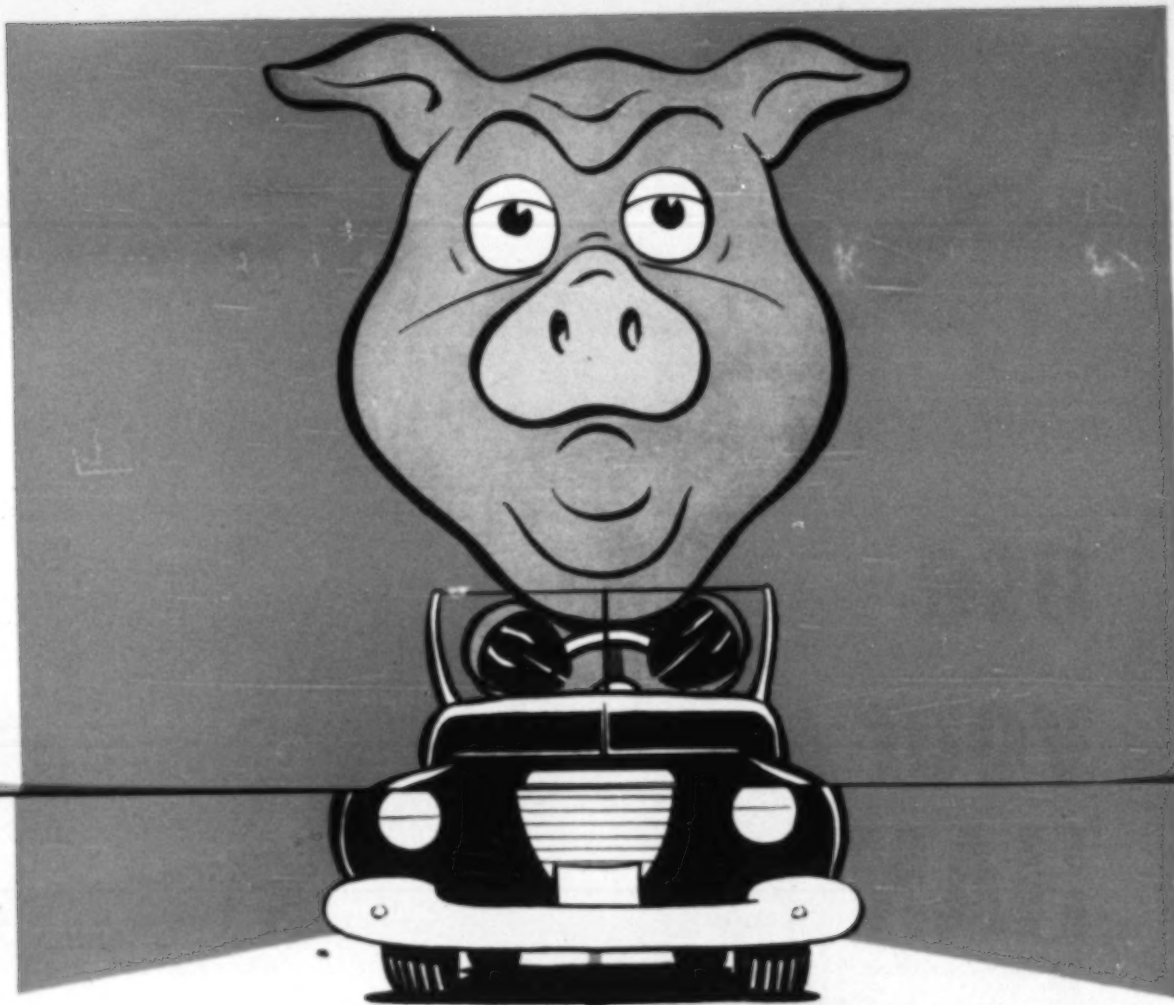
What are the functions of a good program of supervision?

First—A good supervisor helps teachers define their responsibility for meeting the needs of their students within the total community setting.

The school alone cannot possibly meet all the needs of students, so the school must work together with other community agencies and groups.

This is especially true in safety education. Problems exist in the home, in the school, on the street and on the playground. Although the school's job will vary from community to community, the important thing is co-operative work with other community agencies who are also concerned with the safety of students.

Actually, in many instances, community groups have been drawn into safety education to a greater extent than they have in other areas of the school program. The school



DON'T BE ONE

mind your MOTOR MANNERS

NATIONAL SAFETY COUNCIL

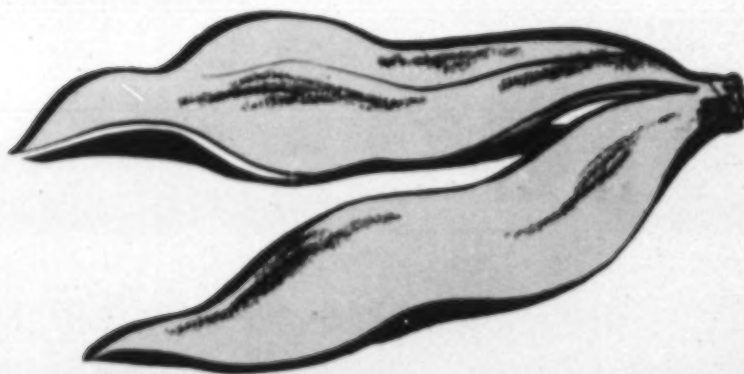


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**use
your
HANDS
for safety**



NATIONAL SAFETY COUNCIL



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needs to extend these co-operative ways of working to all areas.

Second—A good supervisor recognizes the importance of shared leadership and responsibility in instructional improvement.

The present-day curriculum programs are going forward on the assumption that the curriculum will be improved to the extent "that all persons concerned with instruction (teachers, supervisors, principals, parents, superintendents and so forth) have a share in determining what the program of instruction shall be.

Changing the curriculum, we are learning, means changing people—changing their attitudes, purposes, ideals and ways of working with each other and with boys and girls. Such desirable changes come about most readily when all concerned with a program share in the determination of policies and procedures. Thus the leadership role is not confined to any status leader in the school.

The function of the status leader must be thought of largely as a matter of co-ordinating the efforts of all who participate in the improvement of the instructional program. Teachers as well as administrative personnel have much to contribute.

All this points to the central importance of the wholesome, interpersonal relations among all members of the staff. Increased attention is given to *ways* of working. The supervisors need skill in organizing teachers for co-operative effort.

One study of job satisfaction of teachers in which I participated seemed to indicate that interpersonal aspects of the school environment were of equal or greater importance to teachers than those commonly considered as paramount, such as salary. (Salary not to be discounted, but indicates that teacher welfare, professional competence, and personal adjustment are bigger, by far, than the salary check.)

The difference between a happy, hard-working school and a dull, disagreeable school lies largely in the way the supervisor works with people and sets the stage for relationship with others.

Third—The good supervisor makes provision for co-operative evaluation of instruction.

Perhaps this is the weakest area of the supervisor's job. Certainly it is one in which more research is needed. Too often we depend on our own enthusiasm to persuade

others as to the worth of some aspects of our instructional program.

We need to face squarely the problem of how to secure valid evidence as to the success or lack of success of our instructional program. Many of our attempts in this direction have been abortive and have even represented in themselves denials of the objectives we have claimed to be seeking. For example, mechanical teacher rating devices have frequently stifled the creative effort and work on the part of the teacher. This is an unfortunate effect.

Some issues of importance to the schools and teachers are not carefully considered. For example: How can we clarify what is meant by good teaching? How can we secure valid evidence of good teaching? What encourages and stimulates teachers to do their best job with boys and girls?

An evaluation program in agreement with our purposes will stress the co-operative evaluation of teaching services by *all* concerned with the instructional program, not just by the supervisor. Once we reject evaluation by one person, self-improvement and co-operative appraisal become the keys to the evaluation process. Co-operative appraisal is substituted for supervisory appraisal when the supervisor is actually working with *part* of the instructional staff. Such co-operative appraisal becomes increasingly more important as we stress a joint approach in solving our instructional problems.

The supervisor must be equally concerned with evaluating his own work. He should examine critically his own ways of working and success or lack of success in contributing his bit to the improvement of instruction.

Fourth—And last, a good supervisor fosters good community relations. We must begin to do a better job at all levels—national, state and local—in helping parents understand what a good program of education can be and can accomplish. It is not too difficult to impress on the parents the necessity for a stress on safety in the school program.

A good supervisor will take as a major responsibility the development of ways of working with parents and the community in the improvement of the school program. The schools belong to the *people*, not to the professional staffs of the schools. Acceptance and approval by the citizenry must be attained if schools are to consolidate their gains in improved instructional programs.

JUNIOR HIGH ACCIDENT SUMMARY

by JENNIE SPADAFORA

CHILDREN in the seventh through ninth grades have higher accident rates per 100,000 student-days than children at other grade levels. This statement is based on monthly tabulations of student accidents as received by the National Safety Council during the 1949-50 school year from various school systems throughout the United States. The accidents were not only numerous, but many of them occurred at locations and in activities not particularly important in the accident experience of students in lower grades.

The all-accident rates in the seventh through ninth grades were larger in all months than those for all grades. The highest rate, 19.73, was recorded in October, followed by 19.64 in April and 18.40 in May. Rates in other months ranged from 14.16 to 17.11.

Approximately two fifths of the school building accidents occurred in the gymnasium. The average rate for basketball accidents in the gymnasium was 0.65, while the average for other gymnasium activities was 1.96. Basketball injuries occurred most frequently from December through February while injuries in other gym activities were most frequent from January through April.

The average rate for vocational shop accidents was 0.89. The lowest rate, 0.43, was reported in September and the highest rates, 1.17 and 1.03, were recorded in November and April, respectively. Rates in other months ranged from 0.85 to 0.95.

The October, December and February rates for injuries incurred in classrooms and auditoriums were well above the average of 0.72, while rates in September and November were far below average.

JENNIE SPADAFORA is a member of the Statistical division, National Safety Council.

About one fourth of the school ground accidents to children in the seventh through ninth grades occurred while playing football and nearly one fifth while playing baseball. The popularity of these seasonal sports is reflected in the monthly rates. The highest rates for baseball were recorded in April and May and the highest rates for football in September, October, and November.

Injuries in unorganized activities, which were responsible for approximately 37 per cent of the school ground accidents, occurred most frequently in January and February.

Accidents on the way to or from school were particularly important in February when the rate was 1.05. The lowest rates were 0.51 in November and 0.52 in December.

Falls continued to be the main source of home accidents in all months of the school year for children in the seventh through ninth grades as well as for those below seventh grade. The average rate was 0.90 and monthly rates ranged from 1.32 in April to 0.46 in December. Cuts and scratches were fairly frequent but did not follow a definite seasonal pattern. The lowest rate, 0.30, came in February; the highest, 0.77, in April.

Motor-vehicle accidents not on the way to school were most frequent in September, April and May. The highest rate for other street and sidewalk accidents, 1.51, was recorded in April and the second largest rate, 1.11, was recorded in May. Rates in other months for these accidents ranged from 0.37 to 0.93.

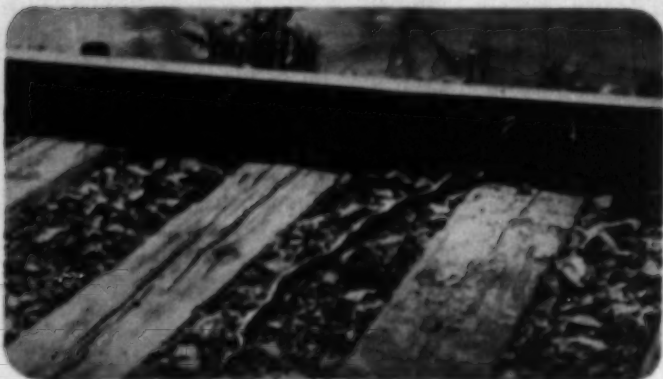
Playground accidents not on school grounds showed no definite seasonal pattern. Aside from comparatively low rates in December, February and March, rates in other months were larger than the average rate—0.79.

STUDENT ACCIDENT RATES PER 100,000 STUDENT-DAYS—September, 1949 to May, 1950

Classification	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Yr. Av.
7th-9th Grade										
Total Accidents	17.11	19.73	17.09	15.37	14.16	14.41	15.81	19.64	18.40	16.73
School Building	3.45	5.70	6.04	7.51	6.40	7.16	7.22	7.28	5.38	6.21
School Grounds	4.97	5.29	3.26	1.72	1.08	1.02	1.62	2.34	4.25	2.81
Going to or from School	.92	.90	.51	.52	.59	1.05	.71	.76	.84	.75
Home	2.74	2.81	2.55	2.03	2.32	2.19	2.60	3.64	2.57	2.58
Other	5.03	5.03	4.73	3.59	3.77	2.99	3.66	5.62	5.36	4.38
All Grades										
Total Accidents	14.35	15.55	13.29	11.34	11.16	11.71	11.83	14.06	14.60	13.07

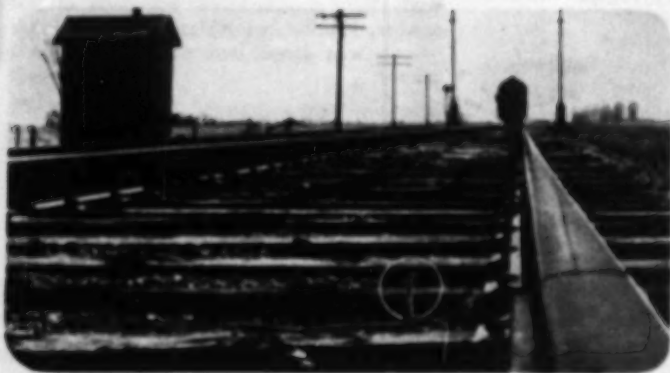
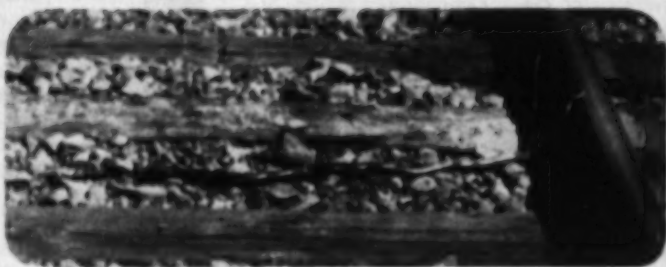
Smart Snake

Stops,



Danger, train approaching! Signal is given by Mother Nature to snake slithering across railroad track. The reptile stops suddenly.

The rumble of the train is heard by snake as it puts its head on rail. "listens" by feeling high-pitched vibration coursing through steel.



"How can I crawl out of this one?" snake wonders when it raises its head (circle). looks to verify fact that train is bearing down fast.

Listens, Looks!



The low road is taken by the reptile, which seemed to think way through dangerous situation. It passes below rail to avoid wheels.

Free from danger, serpent (circle) lives to become a snake in the grass again.



A SAFETY lesson for snakes and people is shown in this unusual series of photographs which show a reptile crossing a railroad track.

The lowly snake proves that he is smart enough to do what "mighty" man often fails to do at a grade crossing: stop, look and listen.

Some people might say that the snake couldn't be very smart or he wouldn't be on the track in the first place. The snake, him-

ing, would reply, "If people are so smart why do they race trains to crossings?"

The next time you are out for a drive, remember this smart snake. He has the sense to take the necessary precautions that will insure his safety.

Do you?

Reprinted through the courtesy of the Chicago Herald-American. Illinois State Department of Conservation photos.

An Inspector Notes Infractions

by W. C. LEONARD

OUR job, primarily, is the surveying of manufacturing plants in an advisory capacity to point out violations of the state codes and the unsafe conditions and practices which are the cause of accidents. I make about 280 surveys in my territory yearly, which is composed of seven counties.

Some two years ago a member of the school board in one of the towns asked me to survey the local school shops. Since that time I have surveyed some 30 schools.

The majority of the schools in my territory are small. At the time of the first survey these small school shops were very poorly guarded and had no over-all safety programs.

The Industrial commission does not make the codes, or so-called "Specific Requirements." These were drawn up a number of years ago by representatives of labor and management who agreed upon certain types of mechanical guarding, which would eliminate the main cause of accidents from equipment, as well as rules and regulations which employers and employees should follow to prevent accidents. We do not have enforcement powers, but act in advisory capacity.

The majority of the instructors contacted were interested in the safety of their pupils, and were trying to impress on them the safe way of doing the job. My main problem has been to try to get the school shop itself guarded to code standards.

In my opinion, school shops should go far beyond the codes where the safety of their pupils is involved. There is no clear-cut policy as to whether or not an instructor is liable in case of an injury to a pupil. If a pupil is seriously injured due to a violation of the state safety code, I, personally, would not want to be in that instructor's place if a suit is filed in court.

A basic principle in an industrial safety program is to have the equipment guarded to at least minimum requirements. You can't expect a man to wear his safety goggles or be safety-minded when there are violations of the safety code around him, such as un-

guarded belts and gears, power presses without guards, or other conditions which could cause permanent disabilities or even death.

There are two machines which have caused the really serious accidents year after year: power presses and circular saws. Nearly all school shops have saws and very few have been properly guarded in the schools I have surveyed. In very few cases the guards that were supplied were being used. Why? The answers I received were mainly that the guard was in the way, was a nuisance, could not do the work with it, caused more accidents than without guard, etc. The state law requires that the guard be used at all times that the work will permit or a die made which will remove the hands of the operator from the point of operation.

A school in my territory that was surveyed at the request of a former pupil now on the school board is the worst example so far. This man told me he was the only member of his graduating class who did not lose at least a part of one finger on a saw in the shop! They still had the same saw with no guard when the survey was made. The next year there was a guard but it was hanging on the wall. You do not get two chances with a saw blade. If the work can't be done without a guard, don't try it, for sooner or later you will have a serious accident and you can't buy new fingers!

School authorities who have industrial courses have three distinct responsibilities with respect to safety: first, the general responsibility of all schools to develop an attitude of mind which will fit the pupil for safe living; second, to safeguard the student in his shop work; third, and more specifically, to educate young people to become safe workers in industry and on the farm.

If we can make pupils in the schools safety-minded, we do not have to worry about their having accidents later in life in the plants or on the farms. The pupil will take home with him a safety consciousness which will assert itself by suggesting to his parents that the home be made safer, that the equipment in his Dad's workshop be guarded, that the farm machinery and buildings be properly guarded.

MR. LEONARD is the safety advisor, division of safety and hygiene, Industrial Commission of Ohio, Columbus, Ohio.

of Safety Regulations

Safety is definitely a part of production and should be taught as such. Why do the large corporations have strong safety programs? For example, United States Steel spends more than \$20,000,000 each year on safety programs. U. S. Steel does it for the safety and welfare of employees—yes—but also because of production. No company can get good production with poor housekeeping and unsafe working conditions. The large companies insist that equipment be properly guarded and such devices always used.

One of the main problems we have in industry is to sell employees on the use of guards and protective equipment furnished by the employer. Your pupils are in a position where they are learning and will accept instructions on safety as part of the job. The habits they form at first are the ones they will follow and it is very difficult to break unsafe habits after they have been formed. Many industrial plants have had to set up safety training courses for employees, which should have been stressed in schools.

Keep an accurate record of all accidents and near accidents. Have them analyzed by pupils and obtain their suggestions for elimination. Do the same with newspaper or radio accounts of accidents. This will train students to be more safety conscious and to recognize hazards.

It may be hard to sell the school board on the idea of a new lathe but there is little resistance, if any, to obtaining money required to safeguard school shops.

Specify on purchase orders that the equipment be guarded to code requirements.

Have pupils design and install guards in the shop and in the school building under proper supervision.

Start a rotation safety committee. It is surprising how many good ideas will turn up in the reports.

These unsafe work habits make the operation of the circular saw an extremely hazardous occupation: wearing a tie while working with saw—tie might catch in the saw blade; wearing long sleeves, instead of rolling them above the elbows; neglecting to remove jewelry from hands and arms before working; using too small a stock, thus bringing fingers too close to saw blade; working without guard on saw; and talking while working.

State codes require that no employee, without experience, shall be permitted to operate any woodworking machine until he has been instructed as to the hazards and the proper operations of such a machine and the use of protective devices. Have definite safety rules drawn up and insist that they be followed. Copies should be issued to each pupil.

A serious accident to a pupil is very difficult to explain to parents or the community, especially, if the accident occurred on equipment not properly guarded or when not following safety rules.



AKRON PLAN OF

DRIVER EDUCATION

by **W. L. NEUENSCHWANDER**

A SUCCESSFUL high school driver education program must have the wholehearted approval and support of the school administration, the support of the public and the press, and the co-operation of public agencies and groups.

The Akron schools are pioneers in driver education. In 1938 practice driving as an elective became a part of the high school curriculum. World War II disrupted the

practice driving part of the program. By board approval driver education including practice driving again became a part of the high school course of study in Spring, 1948.

A complete driver education program includes both classroom instruction and practice driving. In the Akron plan the classroom instruction is a unit in a required nonpreparation eleventh-year health course. A student receives one-half unit credit for health toward graduation. Ten weeks of 45-minute period daily recitation, or about 36 clock hours of

MR. NEUENSCHWANDER is the director of safety education, Akron (Ohio) board of education.



A complete driver education program will include classroom instruction as well as practice driving. Testing aids are helpful in classroom work.

classroom instruction are devoted to driver education. This unit of the health course is usually offered in the first semester of the school year.

The practice driving part is elective after the classroom work is completed.

Other requirements a student must meet are:

1. Be of legal age to drive an automobile (16 years, under Ohio law).
2. Have written request from parent or guardian, unless student is 18.
3. Procure a learner's permit which a parent or guardian must sign unless student is 18.
4. Pay a maintenance fee.

Many students do not elect practice driving until their senior year. No credit toward graduation is given for practice driving.

Practice Driving

For practice driving, a semester is divided into three six-week periods of 30 days each. Our practice driving instructors do not teach classroom work. They can thus teach seven or eight 45-minute periods daily. Four students are enrolled for each period. Under this plan each student gets approximately six

clock hours behind-the-wheel practice and 18 clock hours of instruction as an observer-learner. A practice driving teacher instructs a new group of students every six weeks, that is, three groups a semester (approximately 90 students).

If at all possible a student is scheduled to take practice driving during a period of the day in which he had been assigned to a study hall, or to a physical education class. After the six-week period of instruction is over, he again reports to his study hall, or to his physical education class. It is not always easy to arrange a full schedule for the teacher. Changes in some students' daily schedule may be necessary. Occasionally a student may have to wait until a later semester to enroll in practice driving.

Ten dual-control automobiles are used in our program. Nine instructors devote full time to practice driving instruction. One car is used for supervision and as an emergency car when one of the other cars is held up for preventive maintenance or repair. The automobiles are furnished on a loan basis by local dealers through the courtesy of the automobile dealers association and the automobile club.

(Please turn to page 40)

Models of dangerous intersections help teach students because they can visualize actual situations.





The simple act of crossing a street safely is increasingly difficult; patrols help make it safer.

RE-ORGANIZING THE SSP

by ANGELO MACALUSO

THOUSANDS of school children all over the United States are now serving on the school safety patrol to protect other pupils when crossing streets. Patrols are also used to regulate traffic within the school building and to control behavior on the playground, in school buses and in other public places where school children gather.

At Elliott school, a patrol has been organized for in school duty, while another patrol has been organized for out of school and playground duty.

The simple act of crossing a street in safety is becoming increasingly difficult as the number of cars increase. Around Elliott school, children have to cross several busy thoroughfares. And the school is close to several factories. Yet even patrols have effected a reduction in our child traffic accidents.

Of course, we cannot give entire credit to the patrols alone. Their work in conjunction with classroom instruction have been most

important factors affecting accident reduction.

Our big problem at Elliott is to get the teachers to assume responsibility for influencing their pupils in acquiring correct attitudes and behavior for this motor age. Teachers have to create safety consciousness in their pupils in order to make more effective the work of the safety patrols. The correlation of safety instruction with other phases of the school curriculum will attain this objective—the practice of safe pedestrian habits.

Teacher participation can be obtained if the principal, with the help of the safety patrol advisor, will carry out some of the following suggestions:

Make definite provisions at certain teachers' meetings for group discussion and thinking on the over-all traffic safety program, as well as other safety problems.

Have the courses of study of all subjects offer suggestions for preparing pupils to live in, and cope with, present-day hazards.

Have the safety patrol a "live" organization, with its members wearing good equip-

MR. MACALUSO is a teacher at Elliott school, Newark, N. J.

ment and having the respect of the older, as well as the younger, children in the school.

Welcome Co-operation

Welcome the co-operation of officers of the local police department. Have pupil organizations assume active interest in all school safety activities.

Publicize safety through office and classroom bulletins. Exhibit cases in school hallways should be used for safety displays.

Keep parents informed regarding safety activities. Their help should be enlisted in continuing safety instruction during out of school hours.

Make effective use of available traffic safety materials—posters and lesson units.

Year-End Summary

The administrator of the safety education program, whether it be the principal or the advisor of the safety patrol, should hold a meeting at the close of the school year for the purpose of tying together all of the safety activities of both semesters.

Teachers can obtain a wealth of safety material from the organizations especially active in the safety field.

Following are some suggestions for school-wide use.

With so many quiz programs on the radio and the television, a quiz-type of program may be posed by the school safety patrol. All pupils might also be invited to submit questions. An appropriate award may be given those able to answer questions correctly.

Special Edition

A special edition of the school newspaper may be devoted to traffic safety and might include personal interviews with well-known police officers, editorials by pupil leaders, a message from the school principal or the safety patrol advisor, accounts of neighborhood accidents and digests of bicycle and pedestrian rules.

A most interesting auditorium program can be based upon traffic safety. Selected groups can depict scenes at intersections, etc.

The function of the safety patrol is to instruct, direct, and control the members of the school in crossing the streets at or near school and in the playground. Patrols are not to direct vehicular traffic.

The school patrol instructs school children in safe practices in crossing streets.

The patrol member is selected for scholarship, behavior, leadership and reliability. Service is voluntary and must be approved by the parents or guardians.

The chief and sergeants are elected for one term. If patrols are late or absent three times, they are suspended from duty. For conduct unbecoming, a suspension is the penalty.

Because of the many intersections patrolled by our patrols, we have 35 patrols. A chief is responsible for the general conduct of the entire group. Four sergeants, each of whom is responsible for the work of several boys, are assigned and report to the chief who, in turn, reports to the advisor.

One day a week, the entire patrol meets in the gymnasium for instruction and supervisory work. After that we play basketball and games, and have a general good time.

Our patrol operates under the instruction and supervision of the police.

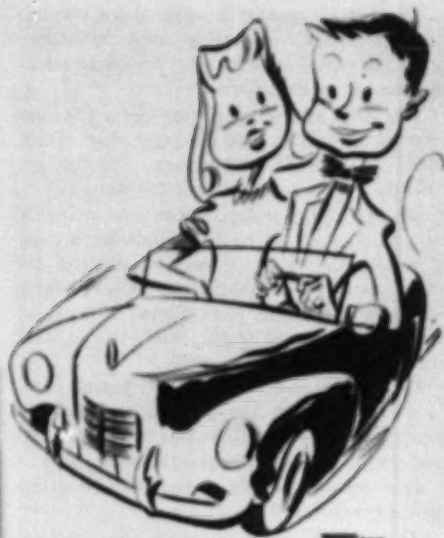
The following instructions are mimeographed and given each patrol member.

The patrol should stand on the curb, not in the street, and hold back children until there is a lull in traffic. When this occurs, patrol motions children to cross in a group. A patrol never directs traffic.

(Please turn to page 39)

The function of the safety patrol is to instruct, direct and control school pupils at street crossings.





ATTITUDES AND

If the young driver will learn to react to numerous driver situations it will help him prevent accidents.

THE immortal Knute Rockne once stated that a football team in order to be a winner needed more than fundamental skills and game knowledge. He stressed the need for that intangible thing called "mental poise."

Mental poise may be summed up as a balance of mind that meets all situations with equanimity, with composure, and with all senses and emotions under perfect control. Perfect control is proper attitudes functioning for all situations.

We may readily note how such control is essential to the operation of a motor vehicle. If skill and knowledge are misdirected because of poor mental poise or unwholesome attitudes, the consequences may prove disastrous. As the well-poised player in football exemplifies an attitude of serious, important business, so the well-poised driver conducts himself efficiently and seriously in the ever-changing pattern of vehicle operation.

In order to develop wholesome attitudes, it is essential that the individual integrate all the qualities, inherited and acquired, that go into his personality makeup. From the dominant "ego" of the young, inexperienced person to the development of the objective

attitude in the adult . . . the change from the "I" to the "We" . . . the whole process is affected by these many factors which determine, ultimately, the level of reaction tendencies. In the development of worth-while attitudes for young people we must give serious consideration to the sublimation of fear, fatigue, disease, pain, hunger, failure, jealousy, and haste.

Gilbert J. Rich, director of the Milwaukee County Mental Hygiene clinic, has the following to say relative to the development of attitudes:

"We are realizing that some of the prime objectives of education are being lost sight of; that the task of the school goes beyond providing the child with knowledge and with skills. The work of the mental hygienists has well shown that the child who has acquired all the knowledge and intellectual skill appropriate to his age may still be most poorly prepared for life as it exists in our present-day civilization. We are thinking here of that emotional feature of human life usually spoken of as adjustment. The poorly adjusted individual, however thorough his training may be, can never be said to be well prepared for life . . ."

If the young person learns to react to numerous driving situations as a well-adjusted individual should, he will then have gone far in learning how to prevent accidents.

We usually consider the adolescent period of life as one of emotional immaturity. The adult driver who fails to show proper attitudes gives evidence of not having developed beyond the stage of adolescence. One of the

DR. SCHNEIDER is the director of the School and College division, New Jersey Safety Council.

DRIVING

by H. O. SCHNEIDER

Driver education is the refining process wherein young drivers increase their knowledge and skill.

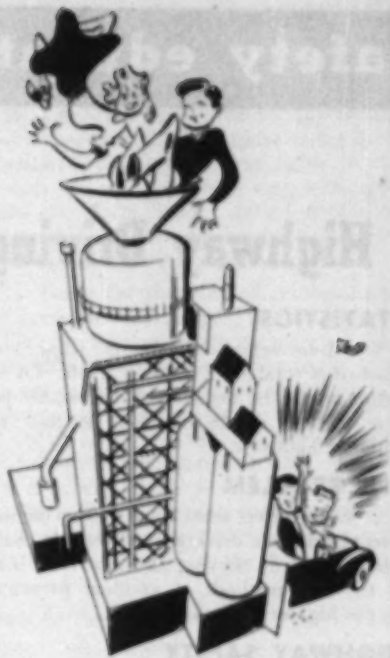
strong drives in all adolescents is that of self-assertion. It may be a cover or compensation for a deep-seated inferiority complex.

Such conduct, be it by a 16 or 60-year old, while behind the wheel of a high-powered vehicle, is a real and definite menace on the highway. It calls for proper disciplining and education in terms of welfare of the group. Such discipline must be based on mutual respect, on a clear understanding of standards of conduct, and on a keen sense of responsibility for personal actions. The development of this responsibility comes through long practice and is as basic to good citizenship as teamwork is to a winning football team.

Accidents on our streets and highways occur because too many drivers are failing to accept their share of responsibility for the welfare of the group. There is considerable evidence of questionable practices on the part of many drivers that lead to near-accidents or have actually caused accidents.

Emotional immaturity is frequently found in the so-called "show-off" driver. He seeks the center of the stage and getting behind the wheel gives him that opportunity for self-expression or self-satisfaction that he cannot have when his feet are on the ground. Such moments give him a false sense of superiority and power which he cannot have under ordinary conditions.

The driver who shows uncontrolled emotions is very unstable. His growth as far as emotional balance is concerned has been badly stunted. Uncontrolled emotions are inexcusable in a supposedly mature individual. As one grows in maturity the emotions should



become well controlled and inhibited. Expressions of emotional outburst may frequently serve as compensations for hidden weaknesses.

In order to develop worth-while and wholesome attitudes, it was previously mentioned that the driver must develop responsibilities and obligations. He must further be inculcated with the feeling that driving a vehicle is a privilege and not a right. He must learn from the beginning that if he is to use the highways and streets he has certain social obligations to perform.

Another social obligation of the vehicle operator is to keep himself in as near perfect physical and mental condition as is conducive to efficient driving. This includes abstinence from any alcohol or drug that will impair this efficiency.

An individual's reaction time, which is controlled by the brain and nervous system, is definitely affected by alcohol or a drug.

In conclusion it may be stated that without proper and desirable attitudes the individual with a background of mechanical skill and general driving knowledge may still fall short of qualification as an efficient, socially-minded motor vehicle operator.

safety education data sheet—

No. 52

Highway Driving: rules, precautions

STATISTICS

1. Motor-vehicle deaths in rural areas reached a total of 25,300 in 1950. Of this figure it may be assumed that a sizable portion of these deaths occurred on state and national highways.

THE PROBLEM

2. Every driver must learn to give constant attention to safe driving practices and realize that voluntarily obeying *all* traffic rules is one of the best methods of accident prevention on the highway.

HIGHWAY SAFETY

3. Always come to a complete stop before entering or crossing a through highway. Check for oncoming traffic and be sure there is enough time to cross or enter highway.

4. Never park on highway. Drive off on shoulder of road—but *not* on a curve or just over the crest of a hill. At night leave on the parking lights. Always check for approaching traffic before driving back onto highway.

5. Never hesitate to yield the right of way even if the other driver may be at fault.

6. Always give right of way to emergency vehicles. Drive as close as possible to right-hand edge of road—clear of intersection—and stop until emergency vehicle has passed.

7. Slow down even at nonstop intersections. The other driver may not know or care that you have the right of way.

8. When turning be extra alert. Give the proper signal with left arm and in plenty of time—arm straight outward for left turn, hand and arm outward and upward for right turn. Always ease into proper lane—left lane for left turn, right lane for right turn—well before reaching intersection. (Hand and arm extended outward and downward is proper signal for slowing or stopping.)

9. Never pass other cars unless there is

plenty of free road ahead. Driving at 60 miles per hour and passing a car that is going 45 miles per hour is like passing 40 cars parked bumper to bumper.

10. Don't cut in on the car just passed; wait until you can see the passed car in the rearview mirror.

11. Never pass a school bus which has stopped on the highway to let children enter or leave bus. Stop until bus moves on or bus driver signals for you to continue. Watch for children who may cross highway after bus has moved on.

12. Never overtake and pass on hills, curves, intersections, railroad grade crossings, or other places of restricted vision. And never pass a vehicle in a "no passing zone" where signs or road markings forbid passing.

13. Slow down when passing horses or other animals on or beside the highway.

14. When passing always watch carefully in case other driver should suddenly swerve his car in your direction.

15. Do not increase speed when another car is passing you.

16. When approaching another vehicle drive as far to right side of road as possible so the driver approaching has at least half of the highway.

17. Brake *before* entering curve; reduce speed enough to permit slight acceleration as you round curve—if it becomes safe to do so. Do not brake *in* a curve; it may cause a skid.

18. Always keep to right side of road on a curve even if there are no other cars approaching. Edging over on curves or straddling the center line are extremely dangerous driving practices.

19. Obey *all* speed limit signs. Remember they show maximum speeds permissible under *normal* conditions; there is also a legal and moral obligation to drive at a safe speed at all times.

20. Certain conditions require slower speeds than the posted limits. Excessive slowness, however, can also become dangerous when it blocks or impedes the normal and reasonable movement of traffic. Slow down on wet or icy roads, unfamiliar roads, and in snow, rain, fog or mist.

21. *Always* drive slower at night. That means driving so you are able to stop within the range of your headlights.

22. Never play games with cars or do any other driving of vehicles in willful or wanton disregard for the safety of persons or property. Such actions are reckless driving and punishable by law.

23. Don't follow the car ahead too closely—allow at least one car length for every ten miles of speed.

24. Do not drive through safety zones, always be on alert for pedestrians.

25. Use high and low headlight beams properly. The upper beam is for highway driving when no other cars are near. The

lower beam should be used when within 500 feet of approaching cars so as not to blind the driver, also in fog and when following another car closely.

26. Use lower beam whether approaching driver does or not. Give approaching driver "up-down" signal with your lights in case he does not realize he is driving with upper beam on. Two "blind" drivers double the danger. If blinded by bright lights, slow down and watch right edge of road.

27. Learn the shape of *all* principal signs and heed their warnings. They are the signs of life. An octagonal sign means STOP; diamond-shaped signs are WARNING signs of an unusual condition or hazard ahead; vertical rectangle signs are regulatory signs, such as for SPEED LIMIT, NO PASSING, SCHOOL, etc.; the advance RAILROAD-HIGHWAY CROSSING sign is round—with a crossbuck "X" and the letters "RR"; the RAILROAD CROSSBUCK, which is erected at tracks crossing the highway, has cross arms with the words *Railroad*

Learn the shape of principal highway signs and heed their warnings.



Crossing on them. Some crossbucks have a bell and flashing light and indicate number of tracks at crossing.

28. Approach all railroad-highway crossings with car under control and ready to stop if train is approaching. Come to complete stop at all crossings if the state law makes stopping mandatory.

29. Observe and obey railroad signs, signals and grade-crossing watchmen. Listen for signal and for train whistle or horn.

30. After waiting for train to clear crossing, always check to see that there isn't a train coming from the opposite direction. This applies to all multiple track crossings.

31. Never drive after drinking.

32. Never drive if you are fighting off sleep. An accident can happen in a fraction of a second. Pull off the pavement, clear of traffic; stay there until you are sure that you're going to stay awake. A good rule is to keep plenty of fresh air in the car while driving and/or stop every so often and get out of the car. Leave and enter car from curb side only. Then there is no danger of being hit by oncoming traffic.

33. While driving, if wheels get off road into soft or low shoulder, do not apply brake or try to turn back onto pavement immediately.

Take foot off accelerator and keep firm grip on wheel until car slows down. Then turn wheel sharply toward pavement.

34. Don't apply brakes suddenly in case of a flat tire or blowout. Keep tight grip on steering wheel, and resist pull on wheel from flat tire. Permit car to slow down gradually, then ease off roadway before stopping.

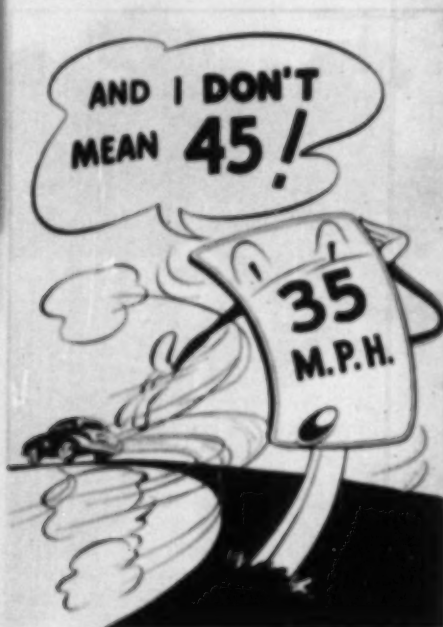
35. If car goes into skid, turn front wheels in direction of skid until car is straight again. Don't brake except with short, quick jabs of the foot.

36. Never drive with more than three persons in front seat nor permit any person to sit where driver's vision is obstructed.

37. Do not throw out any objects, such as glass, bottles, etc., on highway which may injure other persons or vehicles.

38. Shift into lower gear going down steep hills or mountains. In some mountainous states it's almost axiomatic to use the same gears downhill as were necessary for the ascent. In the case of cars with automatic transmissions, no shifting is necessary going uphill, but the lower gear should be used for the descent.

39. If you are in an accident and cars cannot be removed from roadway immediately, be sure to warn oncoming traffic.



40. Never leave the scene of an accident in which you are involved until you have given all the information required by law and have given any necessary assistance to the other parties concerned. Notify police immediately and submit written report to proper authorities later.

41. Do not remain at the scene of an accident where there is already sufficient help. Such curiosity only obstructs traffic and makes it more difficult for police and persons involved in the accident.

SOURCES

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45. THE HIGHWAY FIVE. 8 pp. Illustrated. Chicago, Ill.: National Safety Council. 1949.

46. MOTORIST'S HANDBOOK. 15 pp. Illustrated. Steven's Point, Wis.: Hardware Mutuals. 1949.

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48. SIGNS OF LIFE. Folder. Illustrated. Chicago, Ill.: National Safety Council. 1950.

49. UNIFORM ACT REGULATING TRAFFIC ON HIGHWAYS—ACT V. 58 pp. Public Roads Administration. Washington, D. C.: Superintendent of Documents, Government Printing Office. 1948.

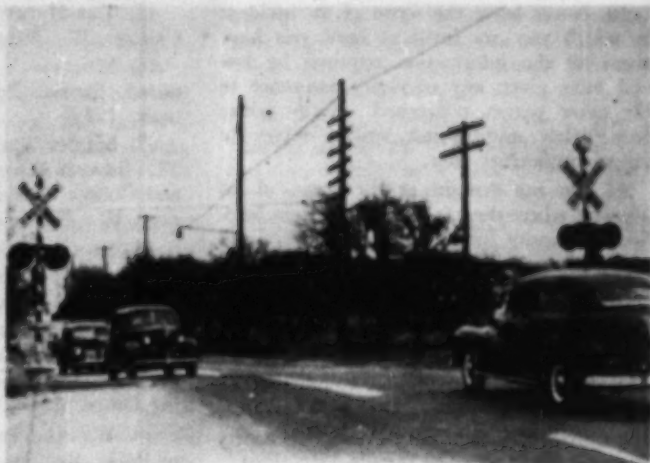
50. WE DRIVERS. Revised. Department of Public Relations. 36 pp. Illustrated. Detroit, Mich.: General Motors Corp. 1949.

51. YOU CAN'T LAUGH IT OFF. Safety Engineering Dept. 28 pp. Illustrated. Wausau,

Brake before you enter a curve. Do not brake in the curve since it may cause a disastrous skid.



Approach every railroad-highway crossing with the car under control—ready to stop if a train is approaching the crossing. Observe and obey railroad signs, signals and grade crossing watchmen. Come to a complete stop at all crossings where state law makes stopping mandatory.



Wis.: Employers Mutuals of Wausau, 1948.
Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (3) Firearms
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chisel
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gases
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blowing Caps
- (26) Domestic Animals
- (27) Swimming

- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-Driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Parties
- (41) Home Workshops
- (42) Horseback Riding
- (43) Hiking and Climbing
- (44) Hook and Line Fishing
- (45) Summer Jobs—Farm
- (46) Safety in the Woodshop
- (47) School Fires
- (48) Unauthorized Play Spaces
- (49) Bathroom Hazards
- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions

Data Sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Ill.



Cars involved in an accident should be moved from roadway as soon as possible. If the cars cannot be moved immediately, be sure some person warns oncoming cars. Never leave the scene of the accident until you have given all information law requires.

BICYCLE TRAINING IN OAK RIDGE

by RUTH JEWELL

AN analysis of traffic needs in Oak Ridge showed that the bicycle was involved in a large number of traffic accidents. So we decided that a bicycle training school for all bicycle riders might help our children grow up safely, and be fun for them too. This was the first major safety project of an organized group of Oak Ridge parents.

Much time and effort was spent in the preparation of this training course. Many parents were called in to help get the program going. The chairman of the parent group consulted with the director of public safety. They drew up a three-point program:

- 1) Care and maintenance of the bicycle
- 2) Safety, traffic rules and regulations
- 3) Riding and written test and inspection.

This course proved so successful and so helpful that it snowballed and three other schools followed this plan for teaching bicycle safety.

To get the Linden School bicycle program underway, the chairman of the executive board of the Parent-Teacher's association invited the safety patrol sponsor to explain the bicycle training course to the P-TA.

MISS JEWELL is the safety patrol sponsor, Linden school, Oak Ridge, Tenn.

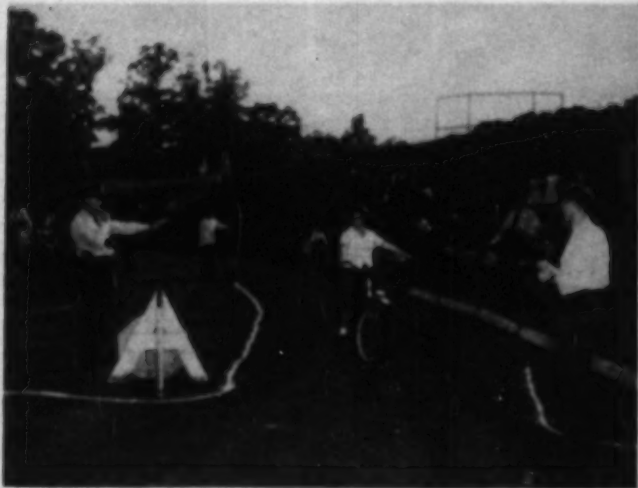
Then a planning meeting was held and after setting up the details of the course, parents were contacted. They volunteered their services for four Saturday mornings.

To publicize the program, we contacted the newspaper and the radio station.

A survey was then conducted throughout the school to determine who were bicycle riders regardless of whether they owned a bicycle or not. After the survey was completed a letter was sent to the parents explaining the program. It included a registration blank. Parents were asked to sign and return it if they wished their child to take part in this training course.

When the registration sheets were tabulated, the children were divided into three groups. Kindergarten, first and second grade children were in one group, third and fourth grade children in the middle group, and fifth and sixth grade children in the upper group. They were assigned to definite rooms to which they would report each Saturday.

The first Saturday morning was spent in instructing the parents in the different phases of the program. Packets containing all of the materials to be used were distributed. The posters for the different Saturdays were



One of the Oak Ridge students at the start of the bicycle testing lane, awaiting signal to start test.



Above—One of the students participating in the bicycle test crossing the marked railroad tracks.

Below—Another student executing a right turn on the test course, after passing one of the obstacles.





Instructors and test officials making a final check on the participating students.

shown. The group was fortunate in securing the services of a man who operated a bicycle repair shop. He explained to parents about maintenance and repair, and about the importance of any vehicle being in good running order. A lieutenant of police reviewed the rules that were to be taught, and discussed safe riding habits. An expert from the safety department of the Atomic Energy commission discussed the over-all program. The things done on the third Saturday were as

much like the automobile inspection lane as possible. Riding tests were given on the playground where mock streets were laid out and actual traffic signs with a policeman and a signal light were used.

Class was held from 9:30 a.m. until 11:00 a.m. This time was divided into three 30-minute periods. Fifteen children were assigned to each of sixteen rooms, which were divided into three large groups for movies and lectures by visiting specialists. A schedule was set up as follows:

	9:30-10:00	10:00-10:30	10:30-11:00
Group I 1st Saturday	Movie	Lecture	Questions & Summary
2nd Saturday	Lecture	Movie	Summary
3rd Saturday	Written test	Inspection	Riding test
Group II 1st Saturday	Lecture	Movie	Questions & Summary
2nd Saturday	Movie	Summary	Lecture
3rd Saturday	Inspection	Riding test	Written test
Group III 1st Saturday	Lecture	Questions & Summary	Movie
2nd Saturday	Summary	Lecture	Movie
3rd Saturday	Riding test	Written test	Inspection

The bicycle test also included a mechanical checkup of the bicycles used in the exercise.





Students awaiting their turn to go through the safety testing lane.

Each instructor had an attendance card for each child. Attendance was checked the first thing during the first session. The movie on the first Saturday was "You and Your Bicycle," and showed cars and maintenance. During the lecture period, bikes were brought into each room and the different parts were explained and identified. During the question and the summary period the children reviewed the parts of the bicycle. They had been given a sheet with the picture of the bicycle on it. The parts were well labeled. They also discussed the charts and posters.

The second Saturday, a member of the police department talked with each group about safety codes and rules. He discussed proper hand signals and the correct type of clothing for night riding. The films used were: "Bicycling Safety Today" and "On Two Wheels."

The third and last Saturday, the children took written tests. Two fathers, who had done some bicycle repair before, inspected all of the bicycles. Then a safety lane was lined off on the black-top area near the school. This was done by members of the police department. Two policemen, who were not on regular duty at the time, donned their uniforms and helped on this last Saturday.

The children were given numbers which were pinned on their backs. This enabled the persons checking their riding to do so easily and quickly. They were checked on three points:

1. Hand signals
2. Balance and maneuverability of the bike
3. Observance of traffic signs

When written tests were checked and the inspection lane and riding tests were tabulated, 112 happy children received a safety league membership card from the Bicycle Institute of America with a pamphlet on bicycle care and a decal showing the picture of a bicycle and a statement which was a pledge to ride safely.

The presentation of these certificates and awards was made during a very impressive program before the whole school.

The results have been most gratifying. The police department especially has noticed a marked improvement in bicycle riding in the areas where the course has been conducted. The parents feel that they have helped in a worthy cause and are now feeling that safety is their responsibility also. The example of the children in using the proper hand signals is carrying over to the motorists and having a very good effect on them.

**Lower
Elementary**

March, 1951

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 37, ILL.

Teaching language arts, social studies, science and safety

Use Your Hands for Safety



Sketch S9054A

Test

Copy and—
Select correct answer.

1. Keep



on the stairs.

off the stairs.

2. Put



on the grass.

in the trash can.

3. Leave



in the soap dish.

in the tub.

4. Leave



in the closet.

anywhere.

5. If you see a



play with it.

don't touch it.

Answers to "Let's Talk About the Sketch"—1. Yes, because by picking it up you will remove a slipping hazard from other person's path. 2. From the playground. 3. From the classroom floor—stairs. 4. From the trash can at home. 5. Toys, papers, books, pencils, other fallen objects, etc. (chalk, books, pencils, papers, etc. from the floor at home; rulers, books, pencils, etc. from the classroom floor—stairs.)

Let's Talk About the Sketch

1. Should you pick up a banana peel even if you didn't throw it on the ground?

2. What things should be picked up for safety from the playground? From the classroom floor? From the floor at home?

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y., and Forrest E. Long, professor of education, New York University, New York, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

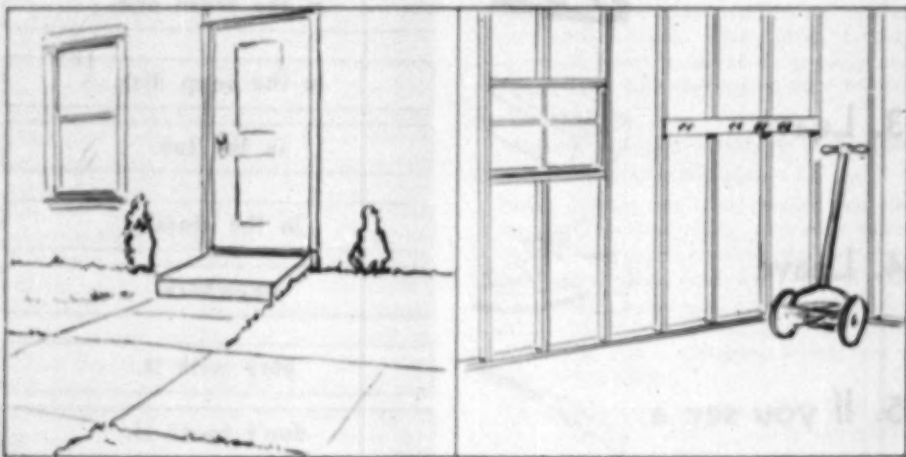
Problems for Your Hands

Copy and—

Cross out each picture that shows something that your hands should avoid touching. Look at each remaining picture and tell how your hands should handle it safely.



How Can Your Hands Help?



Draw yourself in this picture, putting your tricycle in a place out of the way of others.

Draw the garden tools in place, showing how your hands could help to make a tool shed safe.

[illegible][illegible]

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, home economics and practical arts

Use Your Hands for Safety



Sketch S0054A

Hand Safety Test

Copy and—

Mark true or false.

1. Tipping pots on the stove in order to see what is in them may cause a child to be scalded.
2. It is all right to play with matches if all the children present are more than eight years of age.
3. It is safe to plug in as many as five electric appliances into one outlet.
4. When going downstairs it is unwise to carry a load so big that you cannot see over the top.
5. It is all right to leave your bicycle lying on the sidewalk if it is in front of your own house.
6. Cupboard doors should be left open so that you will remember to put back what you take out.
7. Even though he is sure that he knows what is in a medicine bottle, a person should always read the label each time before taking any medicine.
8. Members of the family should turn on lights before walking around the house at night.



9. Leaving skates on the stairs may cause a serious fall.
10. To look for something in a dark closet, use a candle or a match.

Let's Talk About the Sketch

1. Should you pick up a banana peel that you see on the ground even if you didn't throw it there?
2. What things should be picked up for safety from the playground? From the classroom floor? From the floor at home?
11. When you use a knife, cut away from yourself.
12. When hammering, hold a nail near the top so that your fingers will be knocked out of the way if the hammer misses the nail head.
13. When washing dishes, wash sharp knives along with the other silver.
14. Pull out electric iron cord when leaving room to answer telephone, even if you're going to be gone only a few minutes.
15. Hands should be dry when touching light switches and all attached electric equipment.
16. Whenever you stop working with tools, even though you intend to work with them again, you should put them back in place.

Answers to "Hand Safety Test"—1. T, 2. F, 3. F, 4. T, 5. F, 6. F, 7. F, 8. F, 9. T, 10. F, 11. T, 12. F, 13. F, 14. F, 15. T, 16. T.

Answers to "Let's Talk About the Sketch"—1. Yes, because it is dangerous to walk on a banana peel. 2. From the playground: sticks, stones, glass, paper, etc. From the classroom floor: papers, books, pencils, etc. From the home: papers, books, pencils, etc. 3. No, because it is dangerous to use a knife. 4. No, because it is dangerous to use a hammer. 5. No, because it is dangerous to use a match. 6. No, because it is dangerous to use a candle. 7. No, because it is dangerous to use a medicine bottle. 8. No, because it is dangerous to use a light switch. 9. No, because it is dangerous to use a staircase. 10. No, because it is dangerous to use a dark closet.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y., and Forest E. Long, professor of education, New York University, New York, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

How Hands Can Be Used for Safety

Copy and—
Complete these drawings.



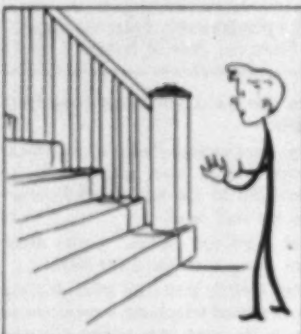
1. Put a potholder in her hand and have her lift the lid so that the steam will not burn her.



2. Have him put the oily rags in a covered metal container so any fire will be confined to the metal can.



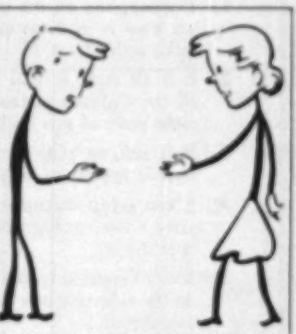
3. Before touching the pull cord have her dry her hands on a towel to prevent electric shock.



4. Put the ball that he saw on the stairs in his hands, so he will prevent an accident.



5. Give her a safe light to see by while she is looking in the closet for something.



6. Show a scissors being handed from one person to the other in a way so neither will get cut.



7. Have the hand hold the nail in such a way as to avoid injury if the hammer slips.



8. Show her closing the cupboard door to avoid an injury by bumping into an open door.



9. Show a boy helping to keep the ladder steady for his father so the ladder will not slip.

Junior High Safety Lesson Unit

March, 1951

SCHOOLS AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 17, ILL.

For use in English, social studies, guidance and homeroom

Mind Your Motor Manners

DRIVER EDUCATION

Introduction

Young people are interested in etiquette. When they are dining out they like to know which fork or spoon to use for various foods; they like to know that a lady follows the head waiter to a table and the man follows her; young people like to be "in the know." For many years Emily Post's book on etiquette has been a standard reference. Recently she has prepared a booklet on "Motor Manners." If you would like to have a copy, send 10 cents to the National Highway Users Conference, 938 National Press Building, Washington 4, D. C.

Motor Manners Courtesy Test

Copy and—
Mark the following C if courteous, or D if discourteous. Tell why each practice is safe or unsafe.



1. Driver looks at passengers frequently as he talks to them.
2. Driver allows pedestrians time to complete their crossing when the light changes.
3. Driver takes his hands off the steering wheel in order to light a cigarette.
4. Passenger urges the driver to hurry.
5. Driver passing safety zone decreases speed.
6. Rather than stop at a stop sign, the driver slows down.
7. Extra passengers crowd into the front seat.
8. Passengers point out views for the driver to notice.
9. Driver stops for a red light in such a position that he does not block the pedestrian crosswalk.

Prepared under the direction of FREDERICK E. LONG, chairman of the department of secondary education, New York University, New York, N. Y., and HELEN HALPER LONG, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.



DON'T BE ONE

mind your MOTOR MANNERS

Sketch 59055A



10. Driver or passenger extends hand from car window to point or flick ashes.
11. Driver enters car from street side on busy thoroughfare.
12. Driver dims lights when meeting other cars at night on highways.
13. Driver blows horn when traffic line is stalled.
14. Driver signals and enters the proper lane for turning in advance of the turnoff.
15. Driver gives proper hand signals.
16. Driver noses his car into a space about to be occupied by another car.
17. Driver parks his car with thought only to his own convenience.
18. Driver parks completely off the pavement of rural highways.
19. Driver stops at an accident scene, when there are already many unnecessary persons on the scene.
20. Driver continually weaves in and out of traffic.
21. Driver refrains from passing on curves, hills, narrow bridges, wet streetcar tracks or icy pavements.
22. Driver starts across intersection on the yellow change light.
23. Driver refrains from drinking when he plans to drive.
24. Driver signals but does not look back as he pulls out from the curb.



What Do You Know About Driver Education?

Copy and—
Mark true or false.

1. American high schools offering driver education courses now number in the thousands.
2. Only about 100 high schools actually provide "behind-the-wheel" training.
3. Studies of accident records of young people who have had driver education, as compared to those young people without such education, show a better driving record for those who have had the driver education.
4. Studies of the accident record of various age groups show the highest accident record for the operators under 25 years of age.
5. A study of New York State drivers showed that drivers under 25 had 70 per cent more fatal accidents than the average for all age groups.
6. When accident rates go up, insurance rates go up.
7. Some insurance companies now charge higher premiums for families whose cars are operated by drivers under 25 years of age.
8. Youthful drivers have slower reaction time than have older drivers.
9. The number of driver education courses is decreasing each year.
10. The recklessness of young people under 25 years of age makes it impossible to improve their driving records.

Driving Picture Test

Case and—



1. Write the meaning of each arm signal under each picture.



- 2.** Draw lines on each picture to show how the wheels should be turned for correct parking.



3. Draw arrows on the picture to show the direction you would turn the wheels to end the skid. Would you apply the brake or release the clutch? YES NO

[illegible]

1. **Answer:** "Adverse Motorists' Courtesy." The question is asking for the reason why drivers may not be courteous to other drivers. The correct answer is "Adverse Motorists' Courtesy." The other options are incorrect because they do not provide a reason for why drivers may not be courteous to other drivers.

Senior High Safety Lesson Unit

March, 1951

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance, home-room and driver education



DON'T BE ONE

MIND YOUR MOTOR MANNERS

Sketch S9055A

Mind Your Motor Manners **DRIVER EDUCATION**

Introduction

Everyone likes to be "in the know." It is disconcerting to find oneself in the position of not knowing the proper etiquette. In a motor age it is important to know motor manners. Emily Post, the accepted arbiter of social etiquette, has prepared a booklet "Motor Manners." Copies may be secured for 10 cents by writing the National Highway Users Conference, 938 National Press Building, Washington 4, D. C.

Do you agree with the following quotations from Miss Post's booklet?

"A gentleman will no more cheat at a red light or stop sign than he would cheat at a game of cards."

"A courteous lady will no more try to 'scold' other drivers with her automobile horn than she would act like a 'fishwife' at a party."

Automobile Etiquette

Copy and—

Tell what you think the proper etiquette in the situations would be, according to Miss Post.

1. Should a man use the automobile horn to let his date know he has arrived to call for her?
2. Should a man seat a lady in the car first even though there is considerable traffic on his side of the car?
3. Does courtesy require that a driver speed up when a passenger urges that he hurry?
4. Are hand signals a necessary courtesy?
5. When a car is trying to pass your car, what is the courteous thing to do about your speed?
6. Is it discourteous to fail to pick up a strange pedestrian?
7. What courtesies should passengers show the driver?

Projects

1. If you drive, arrange to have a friend check you on the nine major bad driving practices listed on the back page. How do you score? If you don't drive, observe the practices of some of your friends on these points.

2. Make large graphs to show the comparative accident rates of drivers under 25 with those over 25. Exhibit the graphs along with a poster-type conclusion as to what should be done about the problem.

3. Write a play "Motor Manners—1910 and Today." Enact a ride in one of the earliest automobiles, showing a young man calling to take his "date" and chaperone for a ride. All would wear "dusters" and goggles and would discuss driving problems such as passing another vehicle (probably a horse and buggy). Enact a similar ride in an automobile of today. In both scenes use the best motor manners of the time. A commentator might call attention to each phase of good manners used.

4. Make a series of pictures about motoring manners—comic ones like the sketch of this month might make an interesting display. You might show the problems of dimming lights, giving signals, making turns, giving pedestrians time to cross streets, speeding, parking, etc.

Answers to "Automobile Etiquette"—1. No, he should go to the door. 2. No, he should get into the car last from the curb side—courtesy to other drivers and safety make this procedure necessary. 3. No, he must drive as safely as he can. 4. Yes. 5. Maintain speed and keep within proper lane. 6. No. It has been established that there is too great a risk of picking up a dangerous person. 7. Don't distract his attention; don't expect him to pick up things from the back seat; adjust the radio—allow him to give his attention to driving, not safety.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y. 1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

The Teen-Age Driver*

The youthful driver has the potential of being the best driver of any age group. He is quicker in his reactions than are older operators of motor vehicles. Why then does the record show that licensed operators under 25 years of age are involved in far more than their share of fatal and nonfatal accidents?

Let us look in detail at the teen-age accident picture. More than 10 years ago the Connecticut Motor Vehicle department undertook a study to find out the influence of age upon driving records. The results showed a high accident rate for drivers under 25. On the basis of this study, insurance companies first recognized the hazard of the youthful driver and raised the premium rates for families in which the car was used by an operator under 25.

Recently an analysis of the records of statutory automobile policies issued in Massachusetts in 1946 indicated the following:

Approx. No. of Cars Pure Premium (the average cost cost per year)	No Driver Under 25 Mileage Over 8,000	Driver Under 25 in Household Mileage Over 8,000	
	80,000	50,000	16,000
	\$19.31	\$32.55	\$55.76
Claim Frequency	5.5%	10.0%	9.9%

The results of a study made by the New York State Motor Vehicle bureau of accidents occurring during 1947 in New York state (exclusive of New York city) showed a similar high accident rate for the young driver:

Age Group	Per Cent of Operators	Per Cent of		Above (+) Or Below (-) Average	
		Fatal Accidents	Nonfatal Accidents	Fatal Accidents	Nonfatal Accidents
Below 25	14.4%	28.5%	25.8%	+97.9%	+65.3%
25 and over	85.6	71.5	76.2	-16.5	-11.6

On the basis of these and other studies and the experience of casualty insurance companies, the automobile bodily injury and property damage rates for youthful operators have been raised to new higher levels. In fact, in some states the rates are now as much as 20 per cent higher when youthful operators are drivers than are the rates for cars used in business, formerly the highest rate group.

What can be done about this teen-age accident rate? If it is true that teen-age drivers and the drivers in their early twenties have the potential for the best driving records, what is the solution to the problem?

One suggested solution is the inclusion of driver education courses in the high schools. A recent survey showed 7,807 schools in the United States offering courses in driver education. In these schools, approximately 600,000 students are receiving driver education. Studies of the accident records of young people who have had driver education as compared to those of young people who have not had such training seem to show a

better driving record for those who have had driver education.

George C. Lowe, director of traffic safety for the municipal department of Pennsylvania State college, as well as director of traffic safety education for the Atlantic Refining company, reported a study of the actual driving habits of 4,447 young people. As the student with a driver's license went out on a course designated by the police, an instructor with a score sheet sat beside him. The findings of this study indicate nine major bad driving practices of young people:



1) Steering

- places hands in unstable position
- steers abruptly, not smoothly
- rests arm on window
- uses one hand habitually
- turns steering wheel while vehicle is at rest

2) Signalling failures

- leaving curb—fails to signal
- leaving curb—fails to look back
- turning—fails to signal or to use turn signal
- leaves turn signal on after turning
- does not use hand or turn signals moving from lane to lane
- uses horn improperly or fails to use horn when needed
- fails to observe courtesy of signaling

3) Left turn

- approaches from improper lane
- approaches at improper speed
- in improper lane during turn
- into improper lane after turn
- cuts corners too short or too wide
- shies away, then turns
- shifts gears while turning
- fails to yield right of way

4) Railroad crossings

- fails to look in all directions
- fails to come to full stop when necessary
- fails to stop at a safe place, if necessary
- fails to shift into lower gear when necessary and remain in that gear until clear of track
- fails to drive in correct position when crossing track

5) Signal violations

- traffic signal (through on amber)
- traffic signal (through on red)
- traffic officer (fails to obey)

6) Right turn—same failures as at left turn

7) Stop streets

- fails to come to a full stop
- fails to stop in a position to see roadway to the right and left
- hesitates too long for conditions

8) Uncontrolled intersections or through streets

- fails to slow down with intent to stop if necessary
- fails to look in all directions
- fails to shift to lower gears when necessary
- fails to respond to hazardous traffic conditions in the making
- fails to yield right of way

9) Speed control

- too fast for conditions
- in excess of marked speed limits
- too slow for conditions
- brakes on curves

*Based on the booklet *The Teen-Age Driver* from the program of the driver education section, school and college division, National Safety Council, held during the 55th National Safety Congress and Exposition in 1949.

TRAFFIC SAFETY AND THE MACHINE AGE

by SIDNEY J. WILLIAMS

AN accident, says the dictionary, is "anything occurring unexpectedly." For our usage we add "and resulting in injury or damage." Why do these things occur unexpectedly, without plan or intent? Because something was wrong, in our environment, our institutions, or ourselves. In traffic it may be something wrong in the vehicle, the road, the driver or the pedestrian—often in all four of these at once.

As accidents are symptoms of things wrong, so safety means doing things right. It means achieving what you set out to do. Safety means that the housewife got her curtain hung, because she stood on a stepladder, not a rocking chair; that the carpenter finished his house, because he built a strong scaffold; that you reached your office or school on time, because you drove or walked with skill and caution.

Safety thus is a quality, present or absent in everything we touch and everything we do.

The root causes of accidents are the root causes of all the great problems of the age. The ways of safety are the ways of peace, co-operation, successful living. Analysis of the specific problems of traffic safety in terms of the larger problems of living together in this Machine Age will help us better to understand both.

The Machine Age has had both educators and laymen in a dither as to the aims and methods of education. So many more young people go to high school and college. There is so much more to learn. To make matters

worse, the schools feel that they have been asked, rather unfairly, to take over certain training that ought to be done at home, from cooking and sewing to manners and morals. And the high schools and colleges are so busy equipping their students to earn a living that they have little time to teach them to live.

Education, like government, is one of the social sciences that has not yet caught up with the machine. And again the imminent, universal, concrete problem of traffic accidents has high-lighted the larger problems and is, I believe, helping to point the way to their solution.

In the grades it is easy to see the futility of teaching the three R's to a youngster who will shortly be killed crossing the street or playing with a chemical set. It is easy for the classroom teacher to spend a few minutes each week in a simple safety instruction. It is easy to form school safety patrols, with the help of the police and of a local safety council or civic organization, all of whom find this a fertile field for good public relations. These things are now being done almost everywhere.

Statistics show how many thousands of young lives have thus been saved. Again, the by-products are even more important. The children learn, by seeing with their own eyes, why we must have laws and police; why we must, as a practical necessity, be our brothers' keepers.

There is, to my knowledge, no evidence that this training in the art of safe walking carries over into the high school age to make the same youngsters safe drivers. Perhaps,

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having been taught to keep out of the motorists' way, they even feel that now it is up to others to keep out of *their* way. So we must start all over and train our young people in the middle teens in the art of skillful driving including the attitude of safe driving.

The argument for driver education, in classroom and behind the wheel, for every eligible student in every high school is simple and conclusive. Driving is more universally practiced than any other of the many manual arts now taught in these schools. It involves greater hazard, to the driver and to others. (If a girl is not taught how to cook, at worst her husband gets indigestion and a bad temper.) And, certainly, considering today's and tomorrow's traffic, driving cannot safely be learned without definite training by a qualified instructor. Several studies have indicated that trained drivers have only about half as many accidents and violations as comparable drivers without training.

The practical difficulties are: driver education requires trained teachers; it costs money; it raises questions of legal liability.

As to the first of these, such teacher training is now offered in many places. The financial problem of providing cars for practice driving has been greatly reduced by the generous offers of automobile manufacturers and dealers. Any question of legal liability of school boards or officers would seem one to be faced and solved, rather than to be used as an excuse for inaction.

It seems, therefore, little less than shocking that only one third of eligible high school students are now receiving any kind of driver education and only 15 per cent get training behind the wheel. This is something which we engineers in our larger responsibility cannot ignore.

Colleges and universities are meeting the growing demand for many kinds of training in, or related to, safety in traffic and elsewhere. They are giving undergraduate, graduate and short courses for highway, traffic and industrial engineers, police and teachers; including safety in agricultural and home economics courses; playing host to regional institutes. The various kinds of in-service training today are too many for even the briefest listing. The colleges are looking also into safety on the campus and in their shops, laboratories, and residence halls.

Because safety touches everything, it touches every part of education.

We still don't know just how to teach safety or what methods are most effective. (All education is, of course, plagued by the same questions.) A normal person who has experienced an accident is not likely to make the same mistake again; how can we create in him this awareness, this attitude, *before* he has had the accident? Shall we scare him, kid him, or play it straight? Our best guess to date is: some of each. Don't be too obvious or too solemn; don't, as Kipling put it, "look too good nor talk too wise." Use praise rather than blame. Sell each group in terms of its particular interest.

The safety movement has, I believe, learned these simple facts a little better than some other worthy causes. We look eagerly to the educational psychologists for further guidance. We think they would find in traffic safety education an excellent laboratory for the study of education in general.

We have learned, too, how interdependent are education, or propaganda, and enforcement. Neither alone can go very far for very long; combined, and backed by good engineering, they cannot fail.

In traffic, as in many other areas, the great unknown is the "personal element," the "human factor." We, therefore, have had to design our laws, our enforcement and our education by trial and error.

We must make full use of what we have learned by trial and error, hoping that psychology, politics (government) and education will some day acquire the exactness and assurance which they must have to keep pace with science and invention.

From accident records and other data, incomplete as they are, we have reached a number of working hypotheses. Among them are:

1. *Why people have accidents.* A driver or pedestrian gets into an accident (sometimes with the help of less-than-perfect engineering) for one or more of three main reasons:

- a. He *can't* do better—physical or mental deficiency, temporary or permanent.
- b. He *doesn't know* — has never been trained, has not acquired or has lost the requisite knowledge and skill.
- c. He *doesn't care* enough—doesn't want to have an accident but doesn't sufficiently want *not* to have one. He is careless, reckless, inattentive, call it what you will. This category, "faulty

attitude," is the one we know least about, so it tends to become a catch-all. At the extreme it approaches the homicidal or the suicidal.

The subdivisions of these three kinds of human deficiency would fill several pages. They are overlapping and interdependent. Strength in one area can compensate for weakness in another. The skillful young driver can take chances that the elderly cannot; conversely, the careful driver can get along with slower reactions and less perfect vision. Thus it is difficult to set definite standards for any one of these many variables. We must measure the whole man. To date, the best measure is his own accident (and near-accident) record.

2. *These defects can usually be corrected.* A permanent defect like faulty vision is generally correctible. A temporary defect like fatigue or liquor or drug influence can be avoided. Lack of knowledge or skill, bad driving habits yield to retraining. Even faulty attitudes can be improved by wise handling.

The few incorrigible cases must, of course, be taken off the road. But the aim should be, and generally is, not to take every seemingly unsafe driver off the road but rather to make him fit to stay on the road. The driver improvement programs of a growing but still small number of state motor vehicle departments promise, I believe, the greatest results for the least money of any single safety measure now known.

3. *The accident-prone driver.* To say that X per cent of the drivers have Y per cent of the accidents means nothing; the mathematics or probability must be applied, with allowance for amount and kind of exposure. Such analyses have shown far more accident repeaters and far more accident-free drivers than would be the normal probability curve.

Indeed, we do not need to prove that there are accident-prone drivers. There must be because people are different. Being widely different in all other respects, how could they possibly be alike in their propensity to make mistakes on the highway and thus, sooner or later, get into accidents?

I deplore the present tendency to make the accident-prone driver a scapegoat. Much of this discussion is uninformed. It tends to hide the fact that a great many accidents involve "average" drivers like you and me who just make one mistake too many. The accident-prone driver has never been exactly defined,

perhaps cannot be; he must exist in varying degrees that shade imperceptibly into the equally nebulous "average" driver. Every driver is "accident-prone" at times. The accident-prone driver certainly needs more study, but our salvation lies chiefly in applying standard preventives to all drivers and particularly to those with bad records.

4. *The mass approaches* to controlling human conduct on the highway, through education, enforcement and safety organization, have proved themselves. They do bring mass results. Los Angeles drivers actually stop for a pedestrian crossing the street. We can promise any state or city that energetic, continued use of these standard techniques will reduce accidents. The more we can learn about human conduct, the greater results we can get at the same or even less cost—which is quite an important consideration.

5. *Psychophysical tests.* Some progress has been made in developing practical tests to indicate whether a given individual can probably become an efficient, safe bus or truck driver. One of the best of these is the Motorability Test. No psychophysical test yet developed can provide evidence of a driver's incapacity to drive safely except as to certain obvious physical defects.

Another kind of checkup is sociological. But we need much more study of physical, mental and moral characteristics in relation to accidents.

Our traffic problems and efforts are in no way unique or different. They are part and parcel of the great task of our age: to adapt our institutions and ourselves to the New World—much more of a New World than the one Columbus discovered—which the machine has created; a world in which I must be my brother's keeper if either of us is to survive.

We must be as ready to experiment with new techniques of education and of government as with new forms of matter and energy.

In our adolescent society we have achieved an uneasy modicum of safety, largely through enforcement and propaganda.

What we have done, are doing and must increasingly do for traffic safety is important because it saves lives and makes our highway transportation system more efficient. It is even more important because it shows the way to better government, better education, better understanding and control of ourselves.



COMMERCIAL DRIVING SCHOOLS

New York, N. Y.—Herbert J. Stack, director of the Center for Safety Education, New York university, has the following to say about improving commercial driving schools:

"While there are no accurate figures available, it has been estimated that more than a million drivers each year receive training in commercial driving schools. This is well in excess of four times the number receiving behind-the-wheel instruction in all the high schools of the country, according to the report of the National High School Driver Education Award of the Association of Casualty and Surety Companies. Many of the commercial driving schools do an entirely satisfactory training job; others do 'shoddy' work, being chiefly concerned with getting the learner 'by' on the driver's license examination. As a result, in the larger cities many complaints are received on the quality of the instruction and the ethics of commercial training institutions, particularly the 'fly by night' schools. It has reached such a stage that, in some cities, the poorer schools have a bad influence on the entire driving school movement. The better schools prefer the higher standards and higher quality of instruction but are forced to meet the price competition of the poorer, substandard schools. In fact, in most cities, it is almost impossible for the public to determine which are the better schools.

"In order to raise the standards of the commercial driving schools, it has been proposed that four definite steps be taken, with the co-operation and support of the driving schools themselves:

"1. The development of standard procedures for the organization and administration

of the commercial driving school: this would take the form of a manual covering the operation of the school, the selection and training of the instructors, school reports and records, and the instructional and testing program.

"2. The development of a code of ethics to be agreed upon by all the schools.

"3. The development of a training program for instructors, particularly in the larger cities.

"4. Suggested legislation covering approved standards for commercial schools.

"This work will be carried on under a research grant by the Center for Safety Education in co-operation with a committee of official agencies. It is hoped that the study will be completed and published by September, 1951."

SCHOOL SAFETY MEETING

Washington, D. C.—The National Commission on Safety Education of the National Education Association sponsored a meeting on school safety education February 16, at Atlantic City (N. J.). This date was one day previous to the opening (at Atlantic City) of the Annual Convention of the American Association of School Administrators.

Some of the problems considered at the meeting were: school transportation, high school driver education, school accident liability and school and community safety agency relationships.

NEW APPOINTMENT

Columbus, Ohio.—Ralph Howard, supervisor of vocational agriculture, department of education, Columbus, has been named state director of vocational education.

Mr. Howard replaces Joseph Stroebel who has joined Ohio State university faculty.

GREEN CROSS SONG FEST

Chicago, Jan. 31.—Thirteen outstanding high school choirs, representing 13 chapters of the National Safety Council, will be heard in a coast-to-coast NBC musical network series entitled "Green Cross Song Festival."

The series will be aired from 4:00 to 4:15 p.m. EST, each Saturday for 13 weeks, from Feb. 24 through May 19.

The 80-voice East High School A Cappella Choir of Denver, Colo., will inaugurate the series. The choir will sing under auspices of the Denver chapter of the National Safety Council. Ned H. Dearborn, president of the Council, will appear on the initial program, according to Judith Waller, NBC-Chicago public affairs and education director, who formulated program details for the series with the Council's radio director, Dan Thompson.

Teen-age choruses were chosen to emphasize the theme of the "Green Cross Song Festival"—the reduction of teen-age traffic accidents through driver education. A different aspect of the teen-age driving problem will be featured on each broadcast.

Following is the schedule of broadcasts for the series:

Date	City	Choir
Feb. 24	Denver, Colo.	East High School A Cappella Choir
March 3	Pittsburgh, Pa.	Peabody High School Choir
March 10	Milwaukee, Wis.	Rufus King High School Choir
March 17	Tampa, Fla.	Hillsborough High School Choir
March 24	Portland, Ore.	Combined High School Choir
March 31	Kansas City, Mo.	Southeast High School Choir
April 7	Rochester, N. Y.	Inter-High School Choir of Rochester
April 14	Fort Wayne, Ind.	Combined High School Choir
April 21	Des Moines, Iowa	Roosevelt H. S. A Cappella Choir
April 28	Salt Lake City, Utah	East High School Choir
May 5	Seattle, Wash.	Lincoln High School "Chanters"
May 12	Baltimore, Md.	Southern High School Choir
May 19	Oakland, Calif.	Richmond Union H.S. A Cappella Choir

SAFETYATEERS

Corning, N. Y.—Pupils of Corning School District No. 9 Elementary schools broadcast over one of Corning's radio stations (WCLT) and are called the *Safetyateers*, writes Robert T. Duncan, safety director of the Corning elementary schools.

Every day, Monday through Friday at 8:25 a.m., the boys and girls go on the air, and one of them from the sixth grade is interviewed and gives an accident fact or statistic.

Pupils from the first grade on up listen to the program at home, write down the accident fact and take it to school. The first pupil to reach school then writes the accident fact on the blackboard. As other boys and girls arrive at school they write their name underneath the fact for the day—if they listened to the program.

During December, home safety facts were given—with special emphasis on Christmas safety. The National Safety Council's "Santa Speaks for Safety" was one of the Council's scripts used on the program.

From January on, the *Safetyateers* have stressed general accident facts and street and highway safety.

"Also beginning in January," Mr. Duncan says, "we started our Secret Letter or Scrambled Word contest on the air. After the accident fact is given the announcer gives the secret safety letter for the day. Each day a



Daily radio program by elementary students helps to make Corning (N. Y.) citizens safety conscious.

new letter is broadcast. The student collects these letters until the announcement of the last letter is made. The children then unscramble the letters to make a safety slogan.

"The first five students to bring the right slogan to their teacher—in all the fourth, fifth and sixth grades—receive passes to one of the high school basketball games, where they sit together under a *Safetyateer* sign. In the lower grades the slogan winners receive green stars—placed after their names on a chart—which make them *Safetyateers*."

Mr. Duncan states that the interest in the *Safetyateers'* radio program is truly amazing and attracts a great many parents.

"The comments from these parents lead me to believe that we are really accomplishing something," Duncan concludes.

AAA POSTER CONTEST

Washington, D. C.—The American Automobile Association 7th Annual National Poster contest is under way, the theme this year being safe walking rules. Ten rules are being stressed.

Students are invited to illustrate one of the selected pedestrian safety rules assigned to their particular state.

Prizes total \$2,275, with the grand prize of \$350 intended as a one-year scholarship to an art school of the winner's choice.

Teachers may obtain complete information about the contest (which ends April 1, 1951) by contacting their local AAA club or writing the American Automobile Association, Traffic Engineering and Safety Dept., 17th and Pennsylvania Ave., N.W., Washington 6, D. C.

NEW NSC CONSULTANT

Chicago, Ill.—Sidney J. Williams, assistant to the president of the National Safety Council, reached normal retirement age December 31, after nearly 33 years' service on the Council's staff. His relationship with the Council will continue on a part-time basis.

Mr. Williams joined the Council staff June 7, 1918, as chief engineer. In 1924 he became director of the Public Safety division and throughout the years has continued to supervise the Council's traffic and transportation activities. For the past five years he has been assistant to the president.

While his administrative staff functions will be taken over by others, he will continue to

be available for consultation and for various special assignments.

In 1946 President Truman appointed Mr. Williams as White House consultant for the development of a safety program for federal employees. This led to the re-organization of the Federal Safety Council, and the inauguration for stepping-up of safety programs in many of the federal agencies, which employ a total of some two million civilian workers all over the country.

TEEN-AGE THINKING: TRAFFIC

Washington, D. C.—George E. Keneipp, director of vehicles and traffic for Washington (D. C.), believes that any solution to teen-age traffic problems requires teen-age thinking. Consequently, Mr. Keneipp—with the aid of 31 public, private and parochial high school principals—organized a Young People's Traffic council. The council's purpose is to advise officials of the District on its ideas for promoting safe driving.

The council, although very recently formed, has already held two meetings. The teenagers discussed problems and made suggestions on such questions as the following:

Is the present minimum age limit (16) for driver permits satisfactory?

Are examinations for driver permits for persons under 25 too lenient? Too difficult?

In the case of young drivers who have disobeyed traffic regulations and thus lost their driver permits, should the requirements for reinstatement be the same as for the adult offender?

If a licensed driver permits a person under 16 to drive, should both parties be punished? What should be the penalty?

What about hot rods? Are they responsible for increased disobedience of laws?

NATIONAL BOYS AND GIRLS WEEK

Chicago, Ill.—The 1951 observance of Boys and Girls week will be held April 28 to May 5. The theme for this year is "Looking Forward With Youth."

Rotary International, which is now sponsoring the event, is preparing Boys and Girls week program material for distribution to its member clubs throughout the world.

Rotary will continue to promote this important work in co-operation with other community groups, since the former sponsor of Boys and Girls week is ceasing its operations.

Safety Education for March, 1951



FOR SAFETY'S SAKE!

Be sure your safety patrolmen are properly outfitted to carry out their important duties. Graubard's has the equipment you need. For instance, here is our Sam Browne Patrol Belt, made of white or yellow plastic, or white web. Hardware is of rustproof nickel. Entire belt is easily cleaned.



Snappy eight-point style gabardine cap may be had in Navy Blue, other colors on special request.



We also furnish the following:

- OVERSEAS CAPS
- FELT EMBLEMS
- PATROL BUTTONS
- CAUTION FLAGS
- RUBBER FOOTWEAR
- ARMBANDS
- "CORPORAL DIGBY"
- SAFETY SENTINEL

Metal patrol badges finished in either nickel or in gold color, to denote position of wearer. Officers' in gold color, members' in nickel.

All rubber raincoats, 100% waterproof. In **WHITE RUBBER**, or **BLACK** or **YELLOW**. May be had with school, city, or sponsor's name on back.

WRITE FOR OUR
CATALOG



GRAUBARD'S

America's Largest Safety
Patrol Outfitters

1001 Massachusetts Ave., New York 17, N.Y.



BRING SAFETY LESSONS
TO LIFE with the NEW

TRAFFIC LIGHT INSTRUCTOR

NOW YOU CAN simulate true traffic situations right in the classroom! The new Traffic Light Instructor is a real traffic signal just 6 feet high. Lights in stop-and-go cycles that duplicate actual city regulations. Ideal for elementary grades, high school and professional driver training schools. All-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. Comes complete and fully assembled. Model 9 has standard red-amber-green lighting cycle. Model 12 for special local requirements, priced slightly higher. Place your order NOW!

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OS 104.



Ready-to-use
MODEL 9 - F.O.S.
CLEVELAND, OHIO

\$2475

NEW TEACHING MANUAL. One copy free to qualified personnel. A practical 16 page guidebook on teaching safety. Prepared by a national teaching authority. Write us your official letterhead.

**SCHOOL SAFETY
LIGHT CORPORATION**
214 Schofield Bldg., Cleveland 15, Ohio

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs
and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

Views and REVIEWS

*** SAFETY TEACHING AIDS

BETTER BICYCLING. 24 pp. Illustrated. Madison, Wis.: Board of Education. 1950.

The Madison public schools now have a training and teaching program for their bicycle riders. The program as contained in this booklet is now being given to sixth grade pupils only, but it is planned to include other age groups later.

Contents cover Rules for Riders, Ride It Right, Signals for Safety, Your Bicycle's Health, What's Your Score, and Safety Tips.

SAFETY IN ELECTRIC AND GAS WELDING AND CUTTING OPERATIONS—*American Standard Z49.1-1950*. 42 pp. New York, N. Y.: American Welding Soc. 1950. 50 cents.

American Standard Z49.1 is the result of an intensive study by a special committee whose members represent practically every type of organization interested in welding and cutting, which also includes labor organizations, governmental and insurance agencies.

Regulations for safe installation and operation of equipment for every type of welding process are given in detail in the booklet.

STATE REGULATION OF SAFETY EDUCATION IN THE UNITED STATES. Revised. Traffic Engineering department. 42 pp. Illustrated. Washington, D. C.: American Automobile Association. Reprinted 1950.

This revised summary of the safety regulations, courses of study, required teacher training in safety education, etc., for the 48 states and the District of Columbia should prove helpful to anyone in the school safety field—including driver education.

For reasons of space limitation this report does not attempt to cover the administrative phases of school safety programs in the various states. It restricts itself to instruction in safety.

A MANUAL FOR MAIDS IN SCHOOLS AND COLLEGES. FRANCES A. SCHOONMAKER. 120 pp. Illustrated. New York, N. Y.: Teachers College, Columbia University. 1950. \$1.50.

Good housekeeping practices and their proper, safe performance are detailed and comprehensive in this manual—the first part of which is written especially for maids.

The second part of the book is intended not only for maids but for use by supervisors to help them select equipment, uniforms, supplies, etc.

Re-organizing the SSP

(Continued from page 11)

On the intersections, where traffic is heavy, there will be two patrols on each corner. One operates from the side on which the children are coming; the other operates on the opposite curb, giving attention to possible traffic coming on that side.

Regular Meetings

Meetings will be held regularly in the gymnasium or in headquarters as designated.

Each patrol must wear his equipment properly.

Tardiness and absences from duty must be kept at a minimum.

Raincoats are provided for each patrol when the need arises. Equipment must be returned to headquarters in good condition.

Remember!

Remember your time schedule.

Do not try to direct motor vehicles.

Be neat and courteous at all times.

Do not push or mishandle children.

Always march from post to school and line up for assembly quickly and quietly.

Be a credit to yourself and to your school.

Patrols must be courteous and thoughtful, not only of fellow students, but of any adults with whom they may be associated. A neat appearance, alertness, and good posture are desirable traits.

To obviate any difficulties with parents lacking an appreciation of the value of patrol work in developing a sense of responsibility and good citizenship, a card, as follows, is sent to the parents to be signed and this signed card is kept on file.

Consent of Parent

This certifies that I desire my son, _____, to volunteer his services as a member of the Newark Schools Safety Patrol and that I fully realize the nature of the duties involved in such services.

Date _____ 19____

Signature of Parent _____

For meritorious service, we give the patrol who has served while he has been an eighth grader, a pin, when he graduates. He is also given a Certificate Award for good service.

Safety Education for March, 1951

SAFETY TEACHING REALLY

Takes



when, as in the Health and Personal Development Program, it is grounded in a thorough understanding of children and of their mental, emotional, and social needs.

HAPPY DAYS WITH OUR FRIENDS (Grade 1)
GOOD TIMES WITH OUR FRIENDS (Grade 1)
THREE FRIENDS (Grade 2)
FIVE IN THE FAMILY (Grade 3)
THE GIRL NEXT DOOR (Grade 4)
YOU (Grade 5)
YOU AND OTHERS (Grade 6)
YOU'RE GROWING UP (Grade 7)
INTO YOUR TEENS (Grade 8)

SCOTT, FORESMAN AND COMPANY

Chicago Atlanta Dallas Pasadena
 San Francisco New York

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade-adjustable in size. The "Bull Dog" Brand Best Grade Four Loop Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 1/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white shock design JUNIOR SAFETY PATROL.



No. 44 Green on white

SAFETY COUNCIL PATROL UNIVERSAL SAFETY

with Title Patrolman or Captain
 Per Dozen \$5.00 Lots of 50 25c each
 Lots of 25 30c each Lots of 100 25c each

PATROL BOY RAINCOATS AND HELMET SETS

Dull finish black rubber, sizes 6 to 16. Safety Patrol Cape made to order. Blue, Black and Red.

Write for our Safety Patrol Circular
 OUR RECORD 51 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard corner La Salle, Chicago 19, Ill.

Akron Driver Education

(Continued from page 9)

The insurance coverage paid out of the maintenance fee paid by the students enrolled in practice driving protects the dealer loaning the car, the automobile club, the board of education, the instructor and the student.

During the past year our cars, used only for instruction and driving incidental to it, travelled more than 9,700 miles. We had only light accident damage. The insurance company had no claims to pay.

The 30 lessons in practice driving were not enough for some students. The average of failures was 9.2 per cent. Girls failed more frequently than boys. However, with more driving practice a large percentage of the failures could develop sound judgment for driving in traffic, and could develop the attitude of personal and social responsibility.

If a student showed possibilities he was given the opportunity to repeat the six-week period of instruction. Only 4 of the 122 students repeating the course failed a second time. A student's failure to learn to drive is often due to his emotional immaturity.

The disadvantage of the Akron plan is that classroom work is not concurrent with practice driving. This lack, however, is compensated for by a review of classroom work when the student is enrolled in practice driving. A good feature of the plan is that each student is required for graduation to study traffic and driving problems.

The cost of a driver education program in any school system depends upon the salary schedule in force in the school system. In comparing the per pupil cost of this program with that of other subjects in the school curriculum, the number of pupils taught during a semester or a school year must be the basis for comparative cost.

The Akron salary schedule is somewhat above the average salary for high school teachers. Based upon this average, the per pupil cost was:

For classroom instruction.....	\$ 5.68
For practice driving.....	20.77

Total\$26.45

An adequate driver education program must include provisions for evaluating results.

We test a student's knowledge of traffic problems and the laws and regulations that

govern the safe flow of traffic, and his knowledge of good driving skills and practices.

By means of driving check lists a student makes his own appraisal of his driving ability, and he also helps in the appraisal of his fellow student's driving. This co-operative checking by students and instructor stimulates the student's desire to improve his driving technique, and helps in the development of good driving habits.

Before a student is recommended for a driver's license he must not only commendably pass tests on traffic laws, signs, signals and markings, on sound traffic practices, and on good traffic attitudes, but he must show that he can size up traffic conditions and traffic situations, and he must demonstrate his ability to make wise decisions quickly and to maneuver the car safely under those conditions and those traffic situations.

Not enough time has elapsed to prove statistically the value of driver education in solving the mounting accident problem. Further compilation and analysis of accident records, as they become available, of drivers who have had driver training and of drivers who lacked such training are necessary to show the extent of the value of such training in preventing traffic accidents. The strong trend of its value is already evident.

The big problem, then, with the steady increase in the number of motor vehicles on our highways, and with the tremendous increase in the mileage travelled annually by the American people, is for our public schools not only to teach more of our beginning drivers to be good drivers, but also to teach them to be better drivers.

RECKLESS DRIVING

Dayton, Ohio.—A recent series in the *Treasure Chest*, a Catholic picture story magazine printed in the popular comic book style, features a story by H. G. Felsen, author of the book "Hot Rod."

The story carries a strong message about the danger of hot rods and reckless driving, as well as a boost for driver training in the parochial schools.

Treasure Chest is published by Geo. A. Pflaum, Dayton (Ohio), and once again shows that properly developed comic book technique can be a good influence on today's young people.

**'The bonds we bought for our country's defense
are helping our boy become a doctor!'**

**HOW U. S. SAVINGS BONDS
ARE PAYING OFF FOR
JOHN AND HELEN DALY
OF STOCKTON, CALIFORNIA**

*"Our son Jim always wanted
to be a doctor," says Helen
Daly. "Now he's getting his
dreamed-of chance to
study medicine, thanks to our
U. S. Savings Bonds."*



*"When Jim was 13, John and I began buying
a \$100 bond a month for his education
through the Payroll Savings Plan."*



*"We've saved \$3,550 now and Jim's in pre-
medical school. We're still buying U. S.
Savings Bonds to see him through."*

The Dalys' story can be your story, too!

You can make your dream come true, too! Start
right now! It's easy. Just take these steps:

1. Put saving first before you spend a penny.
2. Save a regular amount systematically, week
after week or month after month.
3. Start saving automatically by signing up
today in the Payroll Plan where you work or the

Bond-A-Month Plan where you bank. Saving
just \$7.50 weekly, in ten years builds \$4,329.02!

You'll be providing security not only for yourself
and your family but for the free way of life that's
so important to us all. And in far less time than
you think, you'll turn your dreams into reality
just as the Dalys did!

**FOR YOUR SECURITY, AND YOUR COUNTRY'S TOO, SAVE NOW—
THROUGH REGULAR PURCHASE OF U. S. SAVINGS BONDS!**



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for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

* Reg. U. S. Pat. Off.



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